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# THE TREND OF UNIVERSITY AND COLLEGE EDUCATION IN THE UNITED STATES.

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IN every realm of action, men are to-day expecting important things to accompany the beginnings of this new century. If we expect these same great things in the field of education, we may not forget that, with enlargement and prosperity, there must come at times reaction, at other times readjustment.

I. The place occupied by libraries and laboratories in the educational work of to-day, as compared with that of the past, is one of commanding importance. Indeed, the library and the laboratory have already practically revolutionized the methods of higher education. In a really modern institution, the chief building is the library, with the stacks for storage purposes, the reading-room, the offices of delivery, the rooms for seminar purposes; it is the centre of the institutional activity. The librarian is one of the most learned members of the faculty; in many instances, certainly, the most influential. Lectures are given by him on bibliography, and classes are organized for instruction in the use of books. The staff of assistants in the library is larger, even, than was the entire faculty of the same institution thirty years ago. Volumes are added at the rate of thousands in a single year. The periodical literature of each department is on file. The building is open day and night. It is, in fact, a laboratory; for here now the students, likewise the professors, who cannot purchase for themselves the books which they must have, spend the larger portion of their lives. A greater change from the old order can hardly be conceived. The days are coming when, in addition to the library of an institution, each group of closely related departments will have

its separate departmental library. This will include the books in most common use, the maps and charts of special value. It is true that the cost of administration will be great, but the need will be still greater. The student in the future will do little of his work in the study; he must be in the midst of books. No ordinary student can afford to own one book in a hundred of those which he may wish at any moment to consult. As the scholar, though having thousands of volumes in his own library, must find his way to the libraries of the Old World when he wishes to do work of the highest character, so the student, though having hundreds of volumes in his own room, must do his work in the departmental library of the institution. His work must be done where, without a moment's delay, without the mediation of the zealous librarian, who may think more of the book than of its use, he may place his hand upon that one of ten or twenty thousand books which he desires to use. Some of us will see the day when, in every division of study, there will be professors of bibliography and methodology, whose function it will be to teach men books and how to use them. The equipment of the library will not be finished until it shall have upon its staff men and women whose entire work shall be, not the care of books, not the cataloguing of books, but the giving of instruction concerning their use. That factor of college work, the library, fifty years ago almost unknown, to-day already the centre of the institution's intellectual activity, half a century hence, with its sister, the laboratory, almost equally unknown fifty years ago, will have absorbed all else, and will have become the institution itself.

The laboratory is an institution altogether modern. To-day, it occupies the position of honor next to the library. It might even be said that the laboratory has outstripped the library. With but few exceptions, institutions have a single library; many of them have several laboratories. But even in the strongest institutions, these laboratories are not yet what they should be; for I remember that in a university which occupies to-day at least the second position among the universities of the South, the chemical laboratory is located in a portion of a basement; and in more than half of the colleges and universities of the country the work of all the departments of science is done in one building, or in a portion of one building. It will be necessary to provide

distinct laboratories, though not in every case separate buildings, for each of the departments of natural science, physics, chemistry, zoology, geology, mineralogy, palæontology, anatomy, physiology, anthropology, and the rest. The building and equipment of a single one of these will cost more than the entire college plant of the last generation. The running expenses, not including salaries, of one of these laboratories, will cost more than the whole expense of all the departments of science in the days of our fathers.

Progress up to the present time has been made largely in the laboratories of physics and chemistry, and in the observatories for astronomical work. Even here the present dwarfs the past. Only a few years ago, the eighteen-inch telescope was a monster. Now we have the thirty-six-inch of the Lick, and the forty-inch of the Yerkes.

The libraries and the laboratories with their equipment might be said to constitute the outside of educational work. But that would be only partially true. When we realize that the method and spirit of the work are largely determined by these outside factors, we may consent to allow them a place upon the inside. The absence of these determined in large measure the character of the work fifty years ago; their presence has transformed the whole work of education, and the work of transformation will continue.

II. The future will witness the lifting up of professional education and a closer identification of the professional schools with the universities. The great law-schools and medical schools of our country, as well as those of foreign countries, are not law-schools and medical schools which stand alone, independent of university connection. They are rather those schools which share the high ideals of the university, and are under university management. The majority of law and medicine schools in this country are stock companies, organized for pecuniary profit; but within a short period a change has come, and we already see the beginnings of reorganization in every quarter. The great theological seminaries of the future will be those which are identified, directly or indirectly, with the universities. The time is already near at hand when the theological seminary, standing alone and apart from other educational work, will not be able to attract even the ordinary students, not to speak of the

strongest. The tendency of things points unmistakably to a time when, as in the case of other professional schools, the theological seminary will be joined closely to the university. It is hardly possible here to show why this is to be. It is enough to say that the ordinary theological seminary cannot to-day provide the curriculum of study demanded by those who are to do the work of the ministry during the next quarter of a century. The churches demand a ministry of wider sympathies and larger views. The tendency of most theological education has been to make men narrow, rather than to broaden them. The churches already recognize this fact, and not only the churches, but the students themselves; and to-day it is not an uncommon thing for college men to omit entirely their theological training, in order to avoid what, they fear, will injure rather than help them.

This union of professional education with the university, which is rapidly taking place in all the great centres of the country, means two things: (1) the uplifting of this work, its broadening, and its acceptance of higher ideals; (2) the separation, to a greater or less degree, of the control of this work from the particular professions. The medical profession cannot control the medical education which is given in connection with the university. The ideals of the university are higher than those of the profession at large, and in spite of the strength of the profession, the schools thus connected will pass out from under their jurisdiction. The same is true of the law-school and its relation to the legal fraternity. The same is true of the theological school and its relation to the church. This change marks an important step in the evolution of professional education.

III. The future will bring a sharper distinction than has ever yet existed between the higher education maintained by the state and the higher education conducted on private foundations. In this latter class—which may be called, for the sake of definiteness, non-state education—the contribution, direct or indirect, of the various denominations forms the larger part. It cannot be said that the best interests of education at large would be secured if the state, as such, were to abandon its present policy of maintaining and directing the higher educational work. It would be just as great a mistake if, on the other hand, the non-state institutions were to disappear. Each of these great divisions possesses sources of strength to which the other may not lay claim.

Both have been thoroughly established; both will develop side by side through and beyond the twentieth century; each will correct the weaker tendencies of the other; each will supply something which the other cannot furnish. The one will to some extent antagonize the other, but it may safely be predicted that both, in generous rivalry, will go forward to do a work which neither could have done without the other. The state institution is one agent of the body politic; the non-state institution is the other. The body politic would be maimed and at serious disadvantage if either agent were disabled. In academic work, in college work, and in the work of universities on a state foundation and on a non-state foundation, the function of each will be more distinctly defined, the help which each can render the other more definitely determined. The churches have no occasion to raise the question, whether to the state alone shall be given the privilege of maintaining and directing the higher educational work. Whatever the state may do, the obligation which rests upon the churches is as strong and as serious as it has ever been in the past, and more important for the very reason that the state has made such strides in this direction.

IV. At no distant day, there will come into existence a class of institutions of higher learning, the slight beginnings of which have already appeared. So long as no university existed, in the strict meaning of the word, all institutions of higher learning belonged to the same class; nor was the line drawn between these institutions and institutions of a lower class, known as academies and preparatory schools. There are many academies in the United States which bear the name of college, and not a few the name of university. But since in these last years institutions having the real character of universities have been established, it is inevitable that these in time will differentiate themselves from the college, and that the college will in time differentiate itself from the academy. An organization was effected two years ago, composed of fourteen institutions which are recognized at home and abroad as institutions doing work of a university character. This was the first step in a series of steps, which, within a quarter of a century, will bring about the classification just mentioned; a classification greatly concerning the denominations, as such, and the denominational colleges; a classification, however, the real result of which will be higher standards

of work, better distribution of facilities, and more honest realization, on the one hand, of promises made by institutions, and, on the other, of hopes entertained by students.

Directly along this line will come another change, namely, the development of high schools into "junior" colleges. Evidence that this change is already taking place may be found on every hand. The establishment of hundreds of high schools through all the States is in itself a new element in our educational machinery, which has disarranged the former system, but, at the same time, has greatly advanced the interests of education itself. The quickening influence of these institutions is seen, not only in the increased number of those who continue their work in college and university, nor merely in the fact that a larger number of more intelligent men and women is thus contributed to the various communities, but especially in the fact that the teachers of the schools of a lower grade are vastly stronger and better prepared for their work.

The suggestion is made, from time to time, that the people will not consent to continue the public support of these high schools. But, as a matter of fact, they do continue to support them; and, more than that, these schools are constantly increasing their requirements for admission, as well as their facilities for instruction and the length of the curriculum. It has now come to be generally recognized that the ideal high school must have a curriculum of four years, and in many sections of the country this has already been secured. In others, it is coming. The next step in the development of this work will be the addition of one or two years to the present courses; or, in other words, the carrying of the high school up to the end of the sophomore college year. Already this has practically been accomplished in certain schools of Michigan and in some of our cities. It can be done at a minimum of cost. To-day, only ten per cent. of those who finish the high school venture to undertake work in college. If the high schools were to provide work for two additional years, at least forty per cent. of those finishing the first four years would continue to the end of the sophomore year.

With this modification of the high school, and with the reduction of many of our colleges to institutions of the same grade, there would come to be a system of colleges, state or non-state, which would meet the demands of the situation as they are not

met to-day. Many of the normal schools of Western States already practically occupy this position.

V. The small college, the college of the denomination, is certain to continue in the future; but it will sooner or later yield to the pressure of competition on every side and in every line, to the demands of economy, made more rigorous by the diminishing rate of interest, to the urgency for a higher standard of work, and to the claims made by its students for greater facilities in the way of libraries and laboratories, and join itself in close association with other similar colleges. The purpose of this association will be, in part, protection, but also, in part, greater strength. If it is asked how these ends will be attained by such association, it may be answered, in general, in accordance with exactly the same principles which lead to the joining together of churches in presbytery, or conference, or association; the same principles which lead men engaged in the same field of labor to form labor unions; the same principles which lead men engaged in the same business, whether it is insurance or railroading, whether it has to do with iron or sugar or wool, to join hands for the prevention of unnecessary expense, for the avoidance of injurious duplication, for the sake of gaining every possible economy. But how, it may be asked, will these principles operate in the case of colleges? With such association, and as a result of the understanding reached thereby:

(1) There will come a better distribution of work among the colleges, and all will not undertake to do every kind of work;

(2) There will come protection for all who thus associate together against misunderstanding and ignorance;

(3) Results will be secured which no institution working alone could possibly hope to secure;

(4) Educational work will be lifted above the petty jealousies and rivalries that to-day bring reproach upon it;

(5) The evils of competition will be mitigated, and for these evils there will be substituted the blessings which follow honorable and legitimate rivalry;

(6) The work of the small college will thus be dignified, and its place will be assured by the side of the institution maintained by the state;

(7) Such a relationship will be, in fact, a federation, and through this federation each of the interested colleges will be



enabled to strengthen its faculties; for there is no reason why a strong specialist in a particular subject might not serve two or three institutions, to the advantage of the subject represented, the colleges thus associated, and the cause of higher learning.

Moreover, one may predict the close association of the smaller colleges, not only with each other, but also, in every case, with a university. The great advantages which will be found to accrue both to the college and to the university in such association will bring this about; for, after all, institutions, like individuals, move along the line of least resistance. One cannot point out these advantages in detail, but among them will be included:

(1) The intermingling of the teachers and lecturers, those of the college doing work in the university, and those of the university doing work in the college; the interchange of blood, as it were;

(2) The recognition of university appointment, thus bestowed directly and indirectly upon the teacher of the college;

(3) The opportunities for special investigation at the university afforded the younger college instructors;

(4) The special assistance of many kinds which the university may render the college in the conduct of its work;

(5) The prestige secured to the degrees of the college, in view of re-enactment by the university;

(6) The loan of books and apparatus to the college by the university;

(7) The establishment of scholarships and fellowships in the university, open to students of the college;

(8) The assistance rendered in the selection of instructors;

(9) The financial confidence created, upon the basis of which larger endowments may be secured;

(10) And, in general, that help which a stronger agent may furnish one not so strong in the accomplishment of the latter's work.

This association of denominational colleges with a university will take on different forms. In one case, the colleges of a denomination will be thus associated with a university known to be in sympathy with them and their work, even though the college and the university are situated far apart. In another case, the colleges of a section, regardless of denominational connection,

will be thus associated with the university of that district. Again, it will be the association of the colleges of a State with the State university. In some cases, this association will be effected on the part of the college with more than a single university, perhaps a state and also a non-state institution. Each of these kinds of association between college and university exists to-day; and the advantage of such association, when appreciated, will be sought by many institutions.

The field of higher education is, at the present time, in an exceedingly disorganized condition. But the forces are already in existence, through the operation of which, at no distant date, order will be secured, and a great system established, which may be designated "the American system." The important steps to be taken in working out such a system are co-ordination, specialization, and association.

WILLIAM R. HARPER.